
Citation:

Lofthouse, RM (2018) Talking Matters. Working Paper. Leeds Beckett University, Leeds.

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/5593/>

Document Version:

Monograph (Published Version)

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.



CollectivED

**Working papers from CollectivED;
The Hub for Mentoring and Coaching**

A Research and Practice Centre at
Carnegie School of Education

Issue 6

November 2018

CollectivED@leedsbeckett.ac.uk

@CollectivED1

CONTENTS PAGE

Editorial: Welcome to CollectivEd Issue 6 and CollectivED News.....	4
Talking Matters.....	7
<i>A Thinkpiece Working Paper by Rachel Lofthouse .</i>	
Developing a Coaching Model integral to the Quaker Educational Ethos implementation.....	11
<i>A Practice Insight Working Paper by Ann Litchfield</i>	
The Benefits of Mosaic Mentoring for Early Career Teachers.....	16
<i>A Research Working Paper by Kim Gilligan</i>	
Who am I, the leadership coach? A critical and reflexive exploration of my positioning as a coach.....	21
<i>A Research Working Paper by Kerry Jordan-Daus</i>	
An A – Z of NQT induction.....	33
<i>A Thinkpiece Working Paper by Lisa Pettifer</i>	
Multiplicities and Transformations: Re-imagining coaching for a posthuman world.....	38
<i>A Thinkpiece Working Paper by Kay Sidebottom</i>	
Reimagining staff appraisal: trialling a collaborative approach to school-based professional learning.....	42
<i>A Research Working Paper by Owen Carter, Babak Somekh, and Gary Handforth</i>	
What is supervision, how does it work in school contexts and how does it differ from coaching and mentoring.....	52
<i>A Research Working Paper by Penny Sturt and Jo Rowe</i>	
CollectivED Advanced Mentor Development Programme: transforming mentoring by design.....	58
<i>A Practice Insight Working Paper by Rebecca Tickell</i>	
A continuum of Lesson Study focus.....	64
<i>A Research and Practice Insight Working Paper by John Mynott</i>	
What Happened in Vegas Should NOT Stay in Vegas: Sharing key learning from the 2018 Teaching Learning Coaching (TLC) Conference	70
<i>A Thinkpiece Working Paper by Trista Hollweck</i>	
Reflections on the Development and Implementation of Interprofessional Education between Pharmacy and Dentistry.....	77
<i>A Research Insight Working Paper by Ilona Johnson</i>	
Learning Rounds: What potential for Teacher Inquiry?.....	86
<i>A practice insight working paper by Val Poultney</i>	
Exploring a moment of practice: a structured reflective conversation.....	91
<i>A Practice Working Paper by Anna Cox and James Underwood</i>	

Ambition School Leadership National Coaching Conference 2018: High Impact Coaching - A Facilitated Key Note by Julie Starr.....	94
<i>A Thinkpiece Working Paper by Laura Saunders</i>	
The Impact of School Direct on Mentoring and Tutoring Relationships in Secondary Initial Teacher Education.....	99
<i>A Research Working Paper by Jane Martindale</i>	
Book Review of Thom, J. (2018) Slow Teaching, John Catt Publishing	108
<i>By Susan Atkinson</i>	
Book Review and Synopsis of Hargreaves, A. & O'Connor, M. (2018) Collaborative Professionalism; Thousand Oaks Publishing, CA, Corwin Press	110
<i>By Tomaz Lasic</i>	
CollectivEd Thinking Out Loud: An interview with Pete Dudley.....	116
Information on our contributors	119

To cite working papers from this issue please use the following format:

Author surname, author initial (2018), Paper title, pages x-xx, CollectivED [6], Carnegie School of Education,
Leeds Beckett University.

Please add the hyperlink if you have accessed this online.

Talking Matters

A Thinkpiece Working Paper by Rachel Lofthouse

This is a quick reflective piece, not a full blown working paper, think of it as a second editorial if you like.

Recently I have had the privilege of working with a wide range of teachers, student teachers and school leaders in sessions that are quite unusual for me. For the most part they were one-off sessions, some with people I may never meet again. They were each convened by others rather than me; one was a professional development conference in an international school, one an evening seminar in my role as visiting professor. Further discussions were with teachers and leaders of teacher research in a local school, about 70 student teachers at various stages of training, NQTs and NQT+1 attending a Saturday support event and newly appointed SLEs. In each case I asked the participants a simple question; 'Who do you talk to about your work in education and why?'.

I asked this question because if you search for images of teachers or teaching they are nearly always pictured alone, or as the single adult amongst a sea of pupils. 'Leaders' are also often depicted as figureheads or apparently

visionary people, shouldering the role independently.

Away from the staffroom teaching can seem a solitary endeavour. It is easy to read the teacher standards in England as criteria waiting for you to prove your individual worth. Even once qualified navigating your chosen career path can create a sense that you need to be the chosen one. Teaching can make you feel that it is you against the world (both in triumph and in defeat), and learning to teach and maintaining your success as a teacher or school leader can be assumed to be down to the individual.

CollectivED (as the name of our research and practice centre suggests) is about the power of the 'collective' in supporting and sustaining professional development, practice and learning. Whether through engaging in mentoring, coaching, or activities which rely on professional conversations, we focus on how educators (at all career stages, in all sectors and in a wide range of roles) can thrive through learning and working together.



I also ask this question because I believe it matters. It draws our attention to an important focus – our ‘work in education’ – which relates to our practices in our own professional contexts and recognises that our own work matters. By asking ‘*who* do you talk to’ we recognise the potential of a wide range of connections that we make, both formal and informal, within and beyond our places of work, and also that the people who we choose to talk to matter to us. By asking ‘*why*’ we acknowledge that these conversations help us to address our needs, which might be related to our working environment, our specific roles, our past experiences and possible futures, our values, our dilemmas, our triumphs and our emotions.

What this question doesn’t do (deliberately) is start with a deficit, or assume there is a problem to be solved through conversations with others, or demand that we as educators engage in monitoring or self-surveillance of our work. I stress that because in that respect that’s a different starting place from many professional conversations or interactions. I also use ‘we’ rather than ‘you’ or ‘they’ as I believe that this question is relevant to us all, whatever our role in education.

A range of responses were elicited by the question across the groups of participants in these discussions. There were some

interesting contrasts between groups but I won’t go in to those here. In most conversations it was clear that we talk to partners, family members, colleagues (although more frequently it seems ex-colleagues) and peers (as student teachers) about our work. There was a strong sense that these people provided reassurance, perspective and advice, challenged our thinking and sometimes enabled us to change our decision-making regarding our work. It was also interesting to discover how relatively infrequently our current colleagues were identified as the people we talked to about our work. Maybe this was simply because the participants in the discussion thought that was not the answer I wanted, or maybe it tells us that the time, license and structures to talk to our colleagues about our work is in short supply.

The qualities of the conversations we do have, and the reasons for seeking out the people we talk to, seem pertinent to me. Have we squeezed out our social thinking time in schools, does it matter that few of us have staffrooms that we can chill out in and share what we are doing with colleagues, are our meetings consumed by some-one else’s agenda and the need to engage in the accountability culture?



Quite a few of our working papers in this issue (like the former issues) highlight the value of professional conversations. These can emerge through defined professional development approaches, such as lesson study, learning rounds or mentoring in initial teacher education. They can also develop through coaching for a wide range of purposes, not least the sense of solidarity that can emerge when we start to talk in real depth with people who share our concerns, and who can support our own thinking. Professional conversations also emerge through our participation in conferences, and through deliberately designed courses such as those which enable inter-professional learning.

All of these practices, and more, are discussed in this issue of CollectivED working papers. I hope that this issue of working papers offers you something new to reflect on, as well as helping to further develop your thinking and practice in an area that you are already familiar. Most of all I hope that you take time to talk to someone about something that you have read here. Who knows what that conversation might lead to.

